

Welcome to the Write-Alike Center!

This Week's Task Will Help You Learn:

You Will Know You Are Successful in this Center if You Can:

Directions:

1. Read ***Ways to Lead***, located within this center.
2. Turn to the first paragraph of chapter 1 in your text and read it once again. Which strategy did the author use to lead this story? Why was this effective?
3. Now, try your hand at crafting a different lead for the same story by using a different strategy. Write your lead below. Then, name the strategy that you used, and describe why you made that choice.

Lead:

I chose the following strategy: _____

I chose this strategy because.....

WAYS TO LEAD

When writers speak about the LEAD of a story, they are referring to what happens at the very start of the story. The LEAD is where writers work hard to hook readers into their tale. Great writers use many different kinds of strategies to create strong LEADS. As you write your own stories, consider using one of the following strategies:

ACTION:

Beginning your story with action places your reader within the story immediately, inspiring them to question what is happening and continue reading in order to find out.

Example:

The brakes weren't working. She was pumping her foot up and down on the pedal furiously, but it was no use. Just ahead of her, a young mother had begun crossing her school-age daughter at the light. Panic tore through her.

DIALOGUE:

One of the best ways to hook a reader is to help them get to know the important characters in your story quickly. Beginning with dialogue allows this to happen.

Example:

"I told you to get those brakes checked before you left on this trip," her mother reprimanded her. "I can't believe how irresponsible you are, Sarah! You aren't sixteen anymore. Don't you understand? Sometimes, the choices you make can destroy another person's life!"

DESCRIPTION:

Providing details about the people, places, and things in your story helps a reader envision them better.

Example:

Her father had bought her the truck for graduation, just two weeks before he passed away. It ran rough, but it was candy apple red and had a stick shift. She'd take her time repairing it, using everything he had taught her. She'd spend long evenings out in the garage, putting the tools he left behind to use and keeping him alive in her heart.

Learning Targets:

What Does the Teacher Need to Do to Ensure Readiness for Participation in this Center?

How Will Students Be Held Accountable for Participation?

What Opportunities for Assessment are Available?